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ABSTRACT

This refugee women's job preparation curriculum is designed to provide facilitators with a sourcebook of information and activities to assist refugee and immigrant women in gaining unsubsidized employment. It specifically addresses the needs of women with children and the impact of employment on home and family life. The curriculum materials integrate information and discussion about employment issues with language and literacy practice activities. Specific objectives are to assist participants in identifying goals, skills, interests, and personal strengths, explore the impact of employment on home and family life, discuss the effects of welfare reform, practice job search skills, and discuss the culture of the American workplace. Each of the 11 units unit contains warmup activities to introduce the topics and gather participant input, followed by group discussions, small group, and individual work. There are activities for structured practice in reading, writing, and speaking. Speakers from the community and from agencies and field trips to potential work and training sites are integrated into the curriculum. An introductory section provides suggestions for classroom teaching and field trips (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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JOB PREPARATION

A curriculum for refugee and immigrant women

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JOB PREPARATION

A curriculum for refugee and immigrant women

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Refugee Women's Alliance
Seattle, Washington

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Overview

The goal of the ReWA Job Preparation curriculum is to provide facilitators with a sourcebook of information and activities that will assist refugee and immigrant women in developing an action plan for taking their next steps towards unsubsidized employment. While there are many curricula dealing with employment issues, few address the specific needs of women with children and the impact of employment on home and family life.

The curriculum materials integrate information and discussion of employment issues with language and literacy practice activities and is group based. The specific objectives of the curriculum are to; assist participants in identifying goals, skills, interests and personal strengths, explore the impact of employment on home and family life, discuss the effects of welfare reform, practice job search skills and discuss the culture of the American workplace.

Materials Design

Each unit contains Warm Up activities to introduce the topics and gather participant input, followed by group discussions, small group and individual work. There are activities for structured practice in reading, writing and speaking. This is not intended as a fixed, sequential curriculum but as a sourcebook of information that can be adapted to the needs of each group. The curriculum model is based on a needs assessment and allows for units to be omitted or adapted as necessary. All techniques are designed to build on the experience of participants and draw out their opinions and facilitate sharing. The activities are intended to practice and improve problem solving and English language skills. Participants are able to take leadership roles by participating in collaborative research.

This model integrates speakers and field trips. Speakers from the participants' communities, who have already gained employment, can be invited to share their workplace and job search experiences. Speakers from other agencies can be invited for informational presentations on specific topics. In addition, field trips can be taken to potential worksites and training programs of interest to participants.

Participants in a class incorporating these materials will be able to:

1. Identify long and short term goals for employment

2. Develop a family budget and relate income needs to employment goals.

3. Asses interests and personal strengths

4. Explain homemaking skills as skills for the labor market

5. Predict and plan for the impact of employment on home and family

6. Identify where and how to get specific information relating to the job market and skills training.

7. Commit to an action plan to obtain unsubsidized employment based on obtainable goals.

Teaching Techniques

Suggestions for working with Key Vocabulary

ESOL learners need language patterns and vocabulary reinforced continually. Below are some suggestions for practicing and activating new vocabulary. These activities can be done at the beginning or end of each session.

1. Match words and definitions. Make a worksheet or write each word or definition on index cards and have participants play concentration.

2. Have participants write sentences using the key vocabulary.

3. Create sentences with gaps that need to be filled with key vocabulary.

4. At the beginning of a session, write the key vocabulary on the board and have participants work collaboratively and share their knowledge to teach each other words they know.

5. Participants "explain" the word without using the actual word. Their partner guesses. This is a good exercise for reviewing vocabulary already introduced. Example: A way to say you worked before (experience)

Suggestions for working with speakers and class visitors

- Prepare participants in advance for speakers. Have them think of questions they want to ask, information they would like to know and issues they want to raise.

Specific questions could include:

How did you find this job?
How long have you worked at ...?
What happens on a typical day?
What do you like about your job?
What are the benefits and pay?
Do you recommend this job to others?
What are the drawbacks in your job?
How does your family feel about you going to work?
What are your next steps in your career plan?

- Prepare the speaker in advance by sharing some of your previous class discussions and any specific issues and questions participants have raised.

- Following the class visit, ask participants to write a thank-you letter to the speaker. Help participants read any printed material given by the speaker.

Informational Presentations
Informational presentations that may be needed by your group may include:
Welfare Reform/WorkFirst
Childcare Options
Earned Income Credit and Taxes
Training options and programs

Suggestions for Field Trips
- Set up the field trip well in advance.
- Participants look at a bus schedule to figure out how to get there, or call to ask for directions.
- Participants write a thank you note.

Creating an index card file
For learners seeking jobs, many responses and phrases need to be automatic and fluent. A bank of responses need to be practiced over time. An effective way to reach this goal is for each participant to create their own index card file. On each index card a key phrase or sentence is written about themselves. It is important that each card should contain only one sentence.
For example, a set of cards can be created that would answer the question: "Tell me about yourself".

I am from Vietnam
I have lived in the U.S. for 3 years
I have one child
I am flexible and responsible

At the end of each unit, participants can add to their bank of cards by adding new sentences related to the topic of the unit. At any time, participants can flip through their cards and review other sentences. They can give their cards to another participant for peer review. Their sentences can be directly linked to possible interview questions.

Journal Writing
Dialogue journals are effective tools to learn about participants lives and to practice English literacy skills. The objective of a dialogue journal is to develop an on-going

written conversation between the facilitator and the participants. Very little, if any, correction is made to the writing. The emphasis is on responding to the content of the entry and continuing the conversation. This is accomplished by prompting the writer with further questions or suggesting related topics to be explored in the next entry. The writing is completed in class and the notebook containing all the entries given to the class facilitator for a response. These journals work well for participants involved in WEX internships to report and describe their experiences.

Grammar Activities

The language activities in each unit are not exhaustive. They could change and be expanded upon depending on the language needs of the participants. Throughout the curriculum, the activities are communicative, meaningful and expressive of natural speech, and limited in objective. Some activities require participants to use a specific language pattern. Others are much less structured and provide opportunity to practice phrases and discussion techniques. If the phrase or structure is new to participants, they will likely need more structural practice first and then will be able to move on to less structured activities.

Beginning Literacy

Some participants may have an advanced speaking level but less developed literacy skills. They may not be able to read some of the texts in the units that follow.

Teaching strategies:

- First read the text out loud so participants get familiar with the content. Use their strongest skills to access the literacy skills they need to develop.
- Have them pick out the key words in the text, repeated words or other sight words they know. They may also give you an oral retelling of the text. Write down their exact words and use this as their reading text.

Pronunciation Practice

Clear pronunciation is essential in job search situations. There are a number of techniques that can be used to practice pronunciation. The following ideas are not an exhaustive list but some techniques to help build confidence in performing specific dialogues.

Human Computer

Participants select words or phrases from the material presented that are challenging in terms of pronunciation. The facilitator writes them on the board or newsprint and numbers each one. The facilitator stands behind the participant. The participant selects what they wan tot practice by indicating the number and attempting to say it. The facilitator repeats the word or phrase in a normal voice at normal delivery speed after the participant. The participant repeats the word or phrase again and the facilitator repeats after the participant. This trial and repetition continues until the participant is satisfied and indicates they want to stop. It is important that the participant decides when they are satisfied with their pronunciation. The process can be repeated for other participants.

Working with dialogues

In some of the handouts the words that are stressed in a sentence are written in bold. Help participants recognize that the main information carrying words are stressed. Allow them to practice saying dialogues with the correct rhythm and stress. If you have a microphone and tape recorder available, participants can record their voices repeating after a model and play it back for correction and comparison.

Resources

WOIS Occupational Index. Gives information about specific occupations, requirements, training and salary scale. Available through public libraries.

ESL for Action,	Elsa Auerbach and Nina Wallerstein	(Addison Wesley)
Collaborations series,	Various authors	(Heinle and Heinle)
The Working Experience ,	Jeanne Smith and Harry Ringel	(New Readers Press)
Speaking Up at Work ,	Catherine Robinson and Jenise Rowekamp	(Oxford)
In Print ,	Lynellyn Long and Janet Spiegel-Podnecky	(Addison Wesley)

Session 1: Introduction

Objectives	Discuss the goals of the class Participants and instructor get to know each other and feel comfortable Conduct needs assessment with the group Discuss perceived barriers to employment
Handouts:	# 1 : "I want to learn" checklist # 2 : Barriers dialogue # 3 : What's difficult for me
Key Vocabulary:	barriers, immigrant, employer, experience, education, skills training.

Warm Up Activity

Think of three things you want the group to know about yourself. Give some examples to get them thinking; family size, country of origin, length of time in the US, a skill or interest or a job you have done before. Give each participant an index card to write their three pieces of information. All participants including the facilitator should complete a card. Collect, shuffle and redistribute the cards to participants. Each participant reads the information out loud and the group tries to guess the originator of the card.

OR

Brainstorm with the group the information they want to know about each other. Check that participants can formulate the questions they need to ask to find out this information. Example: Family size- How many people in your family?, Live- Where do you live? Participants interview each other in small groups and record the information for their group on newsprint or the board.

Name	Family Size	Children	Live
Meuy	*6*	*5*	*South Seattle*
Vinh	*3*	*1*	*South Seattle*

Display all the grids and ask general comprehension questions about the grid: How many people live in North Seattle? Who has the biggest family? Who has one child?, etc.

Follow Up

The grids can be used in a subsequent class for a variety of purposes.

- Create written questions to answer about the grids.

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- Ask participants to write a paragraph about the group:
  There are 9 people in the class. 5 people live in South Seattle. 3 people have more than three children.
- Create sentences with blanks that must be filled in with information from the grid:
  Meuy has _____ children
  Vinh lives in _____

1. What do you want to learn?

- Briefly introduce the purpose of the workshop.
- Brainstorm with the group what they want to learn. Divide a piece of newsprint into four quarters. Label each quarter: Speaking. Listening, Reading and Writing. Ask the participants to call out what they would like to learn in each area. Give each participant five stickers or a colored marker. Participants mark the newsprint with the five most important topics.
- Tally the results and decide as a group the most important topics to start with.

1 : I want to learn checklist
If participants are most interested in finding a job, they could complete the "I want to learn checklist" in a subsequent class or for homework.

2. Barriers to self-sufficiency
2 : Barriers Dialogue

Present the dialogue to the class by reading aloud or asking students to take roles. Present the dialogue a couple of times.

Ask the following questions.

Comprehension Check:

1. Where are they?
2. Where is Tram going?
3. Does Almaz work?

Feelings:

4. How does Tram feel? Why?
5. What problems does Tram have?
6. What problems did Almaz have before?

Opinions and Comparison:

7. Do you feel more like Tram or Almaz?
8. Why do you think Tram said, " They don't want to hire immigrants" ? Do you agree?
10. Have you been to a job interview before? What happened? Do you know anybody else who has? What kind of jobs require interviews?
11. Do people go to job interviews in your country? What kind of jobs need an interview?

Give the participants a copy of the dialogue to read through and allow time to ask for any clarification. Higher level groups may want to have a discussion about how being a woman, an immigrant or a person creates barriers to employment.

3. Perceived Barriers to employment

3 : What's difficult for me.

Ask participants what problems they face themselves in finding a job. Brainstorm a list.

- Handout the checklist. Check understanding of the vocabulary on the checklist. Use the peer teaching technique on page 4, #5.
- Have them read through the list and first discuss which barriers they already brainstormed on their own list.
- Participants check any additional barriers.
- Participants share in a small group what their biggest barrier is and why they think that is a problem for them.

5. Discussion

Ask the whole group to share together and use the questions below to guide your discussion.

1. Is this a (barrier) problem that you can change?
2. Can you change this problem by yourself? What help do you need?
3. Would this problem be the same for you in your country or only in the U.S. ?

6. Sentence completion

My biggest barrier to getting a job is _____

By myself I can : _____

I need help to _____

Unit 1: **Why go to work?**
Incentives to Work

Objectives:	To understand changes in public assistance benefits To practice reading for specific information To discuss benefits of an earned income
Handouts:	Handout # 4 :Welfare Reform Handout # 5 :Eligibility for Benefits

Key Vocabulary: public assistance, benefits, refugee, citizen, citizenship, disability, eligible, exceptions

Potential Speakers: Tony Le, Fremont Public Association
Jill Dutton, Northwest Justice Project
Speaker from Employment Security
Former Welfare recipient who is now working.

Warm Up

This activity can be done in a number of ways depending on the needs and level of your group.

a) True/False Quiz

- Participants number their paper 1 - 5
- Read out loud or write the following sentences on the board. Students write (T) for True or (F) for false next to the number on their paper.

1. Refugees who have lived in the U.S. for 3 years can get food stamps cut (F)

2. People who are citizens can not get food stamps cut. (T)

3. People who have worked in the U.S. for 8 years can be cut from food stamps (T)

4. People who come to the U.S. in 1998 can get welfare (F) (only new refugees)

5. Immigrants who are disabled can be cut from SSI. (F) This was true under the original welfare reform bill signed in August 1996. In 1997, SSI/Medicaid benefits were restored by congress to elderly and disabled legal immigrants.

- Read the sentences out again and have participants compare their answers.

b) Reading

- Read the sentences in a small group and discuss if they are true or false

c) Dictation

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Dictate the sentences to the group one by one. Check them for accuracy before beginning your discussion.

1. What does work mean to you?

- Write the key word " work" on the board.
- Ask participants to give you their associations. It could include kinds of work, benefits associated with work, adjectives describing feelings about work, etc. As suggestions are made, add them to the web and keep prompting for more suggestions.
- Using the ideas generated, participants can make complete sentences using the words.

The procedure could be repeated with the word "welfare".

2. Reading

4: Welfare Reform

- Ask participants who in the United States can get welfare now.
- Write "Welfare Reform" on the board. Check participants know what it means. Ask them what changes they have heard about or have experienced.
- Give participants the handout and ask them to read through the information. Help clarify any unknown vocabulary.
- Have them do the True/False exercise and compare their answers with another participant.
- Discuss with the whole group what changes will take place.
  - Who will be affected?
  - Why is welfare reform happening now?
  - What can someone do if they get benefits cut?
  - How do you feel about welfare reform?

3. Eligibility for benefits. Peer interview.

5 : Eligibility for benefits.

- Choose some questions from the students handout and write one word for each question on an index card. Shuffle the index cards and ask participants to lay out the cards on the table to figure out what the questions are.
- Give the students the handout and ask them to read through the questions. Allow time for students to clarify anything unclear.
- Put the students in pairs to complete the interview for each other. Give the handout to one participant in each pair only. One partner should conduct the interview and record the answers of her partner.
- Distribute the handout to the other partner and repeat the procedure.

4. How would your life be different if you had a job?

After giving some examples of material and non-material benefits or showing the simple drawing, participants brainstorm ideas under the heading: "When I have a job I can,," (for lower levels) or "If I had a job I could.." (for higher levels)

When I have a job I can..

buy a car, house
save money and visit my country

Discussion
How do you feel about welfare?
Is it enough money for families?
What help can someone get from welfare now? in the future?
When do people need welfare?
How do people apply for welfare?
What help should poor people get in the United States?
What happens in your country if families need money and nobody works?

4. Practice of structure with "who"

- Point out the 'who' structure in the True/False quiz above.
- Write the sentences for completion on the board. Help with ideas to complete the sentences (the remaining part of the sentence must contain a verb)
- Participants share how they completed the sentences
- Participants write a new sentence of their own in the same pattern

People who have children _____

People who don't have children _____

People who have a job _____

People who live in Seattle _____

People who are born in America _____

People who _____

5. Guessing game

- Model how to play the game. One person says the sentence, " I'm thinking of someone who *is very important in America."*
- Participants try to guess who it is. If they can not, they say "Tell me more"
- The originator gives another clue. Example: I'm thinking of someone who is very important in America who lives in Washington D.C.
- More clues can be given until the person has been guessed.

If participants have difficulty thinking of famous people, the game can be played based on the participants themselves.

Unit 2 : What do I need ?

Developing a Family Budget

Objectives: Identify income needed for realistic monthly expenses
Calculate gross and net monthly income
Understand deductions made to pay checks

Handouts: # 6 : Budget form
Copy of a pay check

Research: information on average costs of work related expenses (childcare costs, bus transportation, etc.) copy of a real paycheck, average deductions made to pay checks for various family sizes.

Key Vocabulary: gross income, net income, take-home pay, budget, expenses, deductions, debt

Warm Up

- Give participants a two or three minute time limit. Have them brainstorm all the words they can think of related to money. (the list may include: income, salary, pay, dollar, quarter, pay check, etc.)

- Have a discussion about money and personal values. Use these questions as a guide:
  What is more important than money?
  How do people get into debt?
  What did your parents tell you about money and working?
  How would you say American people feel about money? Is this the same as your country?

1. Present Budget

6 : Budget Form

- Brainstorm a list of expenses the group has on a monthly basis and write them on the board. Also include items that may not be needed every month like clothing or school expenses.

Use this list as a guide:
Housing, food, utilities, phone, cable, entertainment, transportation, medical, savings, cigarettes and alcohol, clothing, school expenses.

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- The facilitator shows an example of a pie chart illustrating how monthly expenses are broken down. Allow participants to ask questions. See In Print page 86 for an example of a pie chart.
- Participants develop their own pie charts
- Participants copy the items for their monthly expenses onto their budget form . They write the cost for their family per month next to the item. Ask students to total their expenses. This is Total #1

2. Future Budget

- Discuss with students additional expenses they may face if they go to work.

Example: Increased transportation costs, childcare or after school program, purchase of clothing.

- Have some sample costs of childcare, bus passes available. First, have students choose the additional expenses they think they will have. Ask them to estimate the costs of each item. Provide them with some real costs you have researched.

  Bus pass in Seattle $39.50 per month

  Childcare: $1.75/hour paid by DSHS if family member is doing childcare

  $4 - 5.00 per hour depending on age of child

- Students then list the additional expenses on their budget form and add the total amount needed for one month. This is Total #2.
- Add Total #1 and Total #2 for total monthly expenses.

3. Estimating Necessary Income

Each participant should have a dollar total for their monthly expenses.

- Ask participants to estimate the hourly rate they would need to make to meet their monthly expenses.

Participants may want to know some typical hourly rates for different occupations. The following are a list of jobs in which participants at ReWA were interested in August 1997.

Cashiers $4.90 - $8.05 DOE
Nursing Assistant $ 10.17/hr with experience
Nursing home aide $ 9.00/hr with 2 years experience. Benefits available
Seamstress $4.90 - $5.50/hr
with experience $ 7.50/hr
Interpreters
court $ 7.10 - $7.45/hr
medical $ 30/hr
Production worker $6.50 - $7.00/hr
Cook $7/hr
Housekeeper $6.50/hr
Childcare provider $4.90 - $8.00/hr

- Have participants figure out how much their estimated hourly rate would be per month and then per week. They write this on their budget form under estimated income.

Example: 40 hours x $8/hr = $320/wk.
4 weeks x $320= #1280/mo.
This is the **gross income**

4. Calculating deductions

- Ask participants to brainstorm what money is taken away per month from a pay check and what the money is used for:
  Social Security (FICA) , Income Tax, health insurance, union dues, pension contributions, etc. .
- Tell participants that the money after deductions is called **net income or take home pay.**
- Handout a copy of a pay-check. See ESL for Action page 54 if you do not have a copy of a check.
- Ask participants to circle the gross pay and net pay and the deductions. Allow time for them to ask questions and identify other unknown words on the pay check.
- Have participants estimate how much would be made in deductions to their own pay check and what their take home pay would be for their desired monthly income.
- Participants calculate their net pay

5. Other Resources

- .Participants figure out how much money they would have on a monthly basis by deducting the expenses from the desired income on their budget form.
- Discuss: How some of the additional work related expenses could be reduced.

Example: For welfare to work participants a child care subsidy may be offered by DSHS and medical coupons to cover health care for the first year of work.
Is there a family member who could provide cheaper childcare or after school childcare?
Are they on the waiting list for public housing?
Under the WorkFirst program if someone is transitioning from welfare to work they are able to keep 50% of their earned gross income. The other half of the earned income is subtracted from the TANF grant.

5. Discussion

- In your country, how are your expenses different? How are they the same?
- In your country, are there deductions made to your pay? What for?
- Do you know anybody in Seattle who works? What kind of work do they do? Could you do this job? Would you like to?
- What kind of work do you think makes the desired income you need?
- If you go to work and get more money than TANF, what will you spend your additional income on. (Participants could go back to their budget form and write in how their expenditure would change if they had more money)

6. Sentence Completion
I need take home pay of approximately $ _____

If I have more money, I will _____

7. Application forms

Many application forms ask you to write down your desired salary. Collect a few examples of forms with this information. Discuss options for completing this part of the form.

Unit 3: What Can I do ?

Identifying Skills and Experience

Objectives: To explain previous paid or unpaid work experience
To talk about transferring homemaking skills to work outside the home
To practice talking about skills in a job interview situation

Handouts: # 7 : Previous work experience
8 : Activities at home
9 : Seattle Times quote

Supplementary material "Your Job Choice. The difference in Dollars." (Wider Opportunities for Women)

Key vocabulary: skills, previous, work experience, homemaker

Warm Up

a. Occupational Family Tree

- The facilitator draws a family tree on the board. Next to each family member, write their occupation(s) or work skills. Allow the participants to ask you questions about the jobs and also to ask for clarification of any job titles or skills.
- Participants quickly list or draw their own occupational family tree.
- Ask participants to share with each other.
- To wrap up discuss the following questions:

Did you have the same job as your mother or father? How did your family members decide what work to do? How did they get their jobs?

Do young people in your country choose their own jobs or follow a business or profession in their family?

Do people in your country change jobs a lot or keep the same job for a long time?

What do you think happens in the U.S. ?. (on average, people have 7 different careers in the U.S.)

What kind of jobs have women had in your family ? What kind of jobs have men had ?

Are there some jobs that only men do? Only women?

b. A mother's work.

Parents have to do many "jobs". Make a list of all the "jobs" that parents do. Give prompts, to get participants started. For example: If your child cuts himself ?, If he does something wrong?

Parent

nurse	manager	laundry worker	counselor
cook	janitor	caregiver	driver

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homework helper teacher cashier

1. Female Work

- Participants in small groups make lists of work they see as being traditionally female work. (It is possible that they may see women as able to do anything in the U.S. Encourage them to talk about what they see many women doing here.)
- Participants write their lists on the board to compare. Discuss why they think women usually do these jobs. Ask participants what qualifications are needed to do these jobs (If there is a long list ask participants to choose a few high-interest jobs). Ask how this compares to work that women do in their country.
- Introduce the terms "Traditional" and "Non-traditional" work. You may wish to handout the table from Wider Opportunities for Women comparing the wages of traditional and non-traditional jobs. Ask participants for suggestions why the traditional occupations for women get lower pay. Would they consider a non-traditional job? Why/Why not?

2. Previous Work Experience

7 : Previous Experience

- Brainstorm all the different ways a question could be asked about previous work experience.

Examples:
Do you have experience?
What is your work experience?
What did you do in your country?
What did you do before?
What was your job before?
Have you been employed before?

- Ask students to answer the questions beginning with the sentence prompt. For women with no experience outside the home environment, supply vocabulary necessary to describe their past and present work.

I was a	*homemaker, cook*	(job title)
I worked as	*a cook*	(job title)
I worked in	*a factory, the home*	(place of work)
I worked for	*a janitorial company*	(name of company/type of company)
I	*sewed clothes, sold dry goods in a market, ratsed my children* (skills stated in past tense)	

- Ask questions to get more detailed information: for how long, what was the name of the company, kind of restaurant, how many children did you take care of , etc.
- Participants write out a couple of sentences describing their previous experience.
- In pairs, participants can practice asking and answering the questions in different ways.
- If participants need more practice using past tense forms, expand this activity to include other areas apart from work:

In the U. S.	In my country
I live in a city	I **lived** in the countryside
I rent an apartment	I **owned** my house
I take the bus	I **used** a bicycle

3. Activities at Home

8 : Activities at home

Ask participants to list all the things they do in a day. Help them get started by prompting them with questions. What do you do in the morning? How do your children get to school?

- Put participants in pairs and give them the handout. First have them add any activities they discussed to the list. Each participant checks the activities they do at home.
- Participants interview each other about the activities their partner enjoys doing. You may need to practice the question form: Do you enjoy cleaning?, Do you enjoy driving?, etc.
- Participants write sentences about what they enjoy doing.
  Provide the sentence pattern:

I enjoy *cleaning* and *taking care of children* (verb with ING)

Ask participants to get into small groups to think of paid employment that uses these skills. They should write the name of the job in the final column. Give an example: Serve food: waitress, restaurant worker, nursing home worker, school lunch room, etc.

4. Analyzing Homemaking Skills

9 : Seattle Times

- Ask students to read the quote from the Seattle Times about work.

Discuss: What does she do? (sew, cook, sleep) What do these activities involve? Help participants break down each activity into skills.

- Make a table on the board:

Activity	**Skills**
cooking	food shopping, using household appliances, budgeting, timing, working quickly.

sewing	estimating, doing accurate work, using a sewing machine.

- Ask participants if there are any other skills hidden in her life?
  How does she get to work? car or bus?

driving	reading signs, reading maps, good concentration

5. Skills Analysis

- Ask participants to analyze the hidden skills they use in the activities they do on a daily or weekly basis. Help them with a few more examples. It may be hard for participants to distinguish between an activity and the constituent skills. For example, taking care of children is an activity and the skills might be; feeding, preparing healthy food, bathing, changing diapers, conflict resolution, etc.

Activity	**Skills**
food shopping	making lists, reading signs and labels, math, knowledge of nutrition

- When participants have completed their inventory of skills discuss which skills are repeated often and which are specific to one thing.

Example: Reading signs comes under driving and shopping.

- Discuss which activities and skills participants feel they are good at doing.

5. My skills

Participants write sentences detailing their ten strongest skills. Provide them with sentence frames appropriate for their level.

I can *cook*
I can *do accurate work*
I can *use a sewing machine*

I am good at *cooking* (verb with ING)
I am good at *doing accurate work*
I am good at *concentrating*

I know how to *cook*
I know how to *do accurate work*

I know how to *use a sewing machine*

I like/enjoy *cooking* so I might like to *work in a restaurant*
I like/enjoy *using a sewing machine* so I might like to *work in a sewing factory*

6. Question and Answer Practice

In job interview situations, participants may be asked to talk about their skills or answer specific questions about their skills.

Briefly present this short piece of a job interview for a clerical position.

Interviewer: What are your strengths?

You : Well, I'm good at working with people. I am organized and efficient. I manage a family of six people.

Interviewer: Can you use a computer?

You: No, but I'm willing to learn.

Discussion:
What are her skills?
Can she use a computer?
What did she say about the computer? Is this a good way to answer? Why?

Practice answering the question: What are your strengths?, What are your skills?
Practice answering the question about specific skills: Can you use a computer?
Can you use a fax machine?
Can you use a copy machine?

Unit 4: What are my interests and strengths?

Objectives:	Identify personal strengths Identify work preferences Evaluate skills that are good and those that need improvement
Handouts:	# 10 : Personality/Interests Dialogu # 11 : What do you think is important?e # 12 : I am # 13 : Career Skills Self Assessment

Key Vocabulary: dreams, personality, interests

Warm Up

a. # 10 : Personality/Interests Dialogue

In pairs, participants discuss the questions. They should try to remember some of their partner's answers so they can make a brief presentation of the person to the whole group.

b. What do you think is important? Work preferences
11 : What do you think is important?

- Each participant completes the questionnaire individually. Allow time to clarify anything that is unclear. Demonstrate how to circle one choice only in each category.
- Participants share their results in pairs. As a large group discuss which choices were hard to make and why. Discuss the kinds of jobs that match what participants think is important.

1. **Personal Characteristics**
12 : I AM

- Distribute handout. Allow time to clarify any unknown vocabulary.
- Participants circle three words they think describe themselves now. Underline one word that tells how they would like to be in future. The facilitator can model the activity for the group.
- Have participants complete the sentences below and discuss them with a partner. It is helpful to think of examples to illustrate characteristics.

I know I am _____ because _____

I want to be more _____

It's good to be _____ because _____

* The amount of vocabulary words can be reduced or increased depending on the level of the group.

2. Career skills self assessment

13 : Career skills self assessment

The purpose of this activity is to raise awareness in the participants of the skills they already have and the skills they might need to improve that are of interest to employers.

- Handout the checklist and have participants circle any vocabulary items that are unclear. Demonstrate how to rate each item
- Ask participants to share their completed checklist with another. Choose two skills that need improvement. Brainstorm ways to improve this. What prevents you from doing this well?
- Check participants know how to communicate this information. This is a good opportunity to practice answering the question in a job interview, What are your strengths and weaknesses?. Point out that weaknesses are often strengths.

For example: I take on too many things. Shows that you can work hard as well as being slightly negative.

Use the sentence frames below to practice communicating the skills. Add examples to demonstrate mastery of these skills where appropriate.

I am good at _____ (verb ING)

I am _____ (adjective)

I need to improve _____

My strengths are _____

- Participants add an index card with their answers to their index card catalogue. Review other sentences and phrases used to date.
- Discuss with participants the skills that would be desirable from different kinds of employers. If you were an employer in a childcare/office/factory, etc. what two skills/characteristics would you like the person to have?

4. Strengths and Interests

To review the concepts covered in this unit, write the following questions on the board and have participants review them with a partner. Each participant should be prepared to make a presentation about themselves to the whole group.

What kind of work are you interested in doing?

I'd like to _____

What are your personal qualities?

I am _____

What are your strengths?

I am good at _____

What are you going to work on?

I'm working on _____

Unit 5: What do I want?

Goal setting

Objectives: To set a long term goal for employment
To set intermediate goals to reach long term goal

Key Vocabulary: goal

Handouts: # 14 : Maria's Story
15 : What are your dreams?

Warm Up

a. Making Decisions

- Ask participants: When you want to buy new shoes, what do you think about?

Have them list factors; price, style, how often you use them, comfort, etc.

- Give out other prompts to pairs of participants. They list factors to consider in making a decision.

Examples of prompts: buying a house, buying a car, choosing a school for your children, buying produce in a supermarket, etc.

- Participants briefly share their decision factors.
- Ask participants how they would choose a job. As a group list all factors they would take into account.

b. Related Occupations

Example: Occupation: Restaurant Manager

Have participants brainstorm related occupations:
wait person
cook
bus person
office manager
dishwasher
cook

Give participants some job titles they have already expressed an interest in. Have them list related occupations in pairs.

1. Identifying long and short term goals

14 : Maria's story

- Participants read through Maria's story and then ask them to discuss the questions.

1. What is her dream job?
2. What does she need to be a nurse? Can she do that now?

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3. What does she need to do first?
4. What jobs do you think would help her reach her goal?

- Participants complete the sentences on their handout.

2. Matching long term goals and short term steps.

Write long and short term goals on different colored index cards. Make enough sets for participants to work in small groups. Have participants match short term steps to long term goals. Discuss why each short term step is appropriate for reaching the long term goal.

work in a childcare	volunteer in child's Head Start
own a restaurant	work in a restaurant
be a nurse	work in a nursing home
_____	_____
_____	_____
_____	_____

4. Setting Long and short term goals
Future Time line

- Facilitator draws out her future time line. Include changing family size, special events (travel, trips) jobs, leisure time activities.
- Facilitator discusses personal hopes and dreams, barriers, and ideas on reaching the goals.
- Participants complete a future time line for themselves. Have them discuss their time line informally in pairs.
- Participants list their major goals. They can complete a chart for their overall life goals. # 15 : What are your dreams?

  Give participants some ideas. If the long term goal is to speak English fluently, what short term steps are needed? If the long term goal is to own your own home, what short term steps are important?

5. Employment goals.

After participants have completed their life goals. Ask them what their employment dreams are. Discuss what they can do now towards their dream. (is there a job in a related

field they could do?) Can they volunteer somewhere that could give them experience? What training do they need in the future? How do you enter a training program?

Sentence completion:

My dream: _____

My short term goal for work: _____

Some jobs that can help me reach my goal: _____

Unit 6: What do I need to consider?
Family and Parenting Concerns

Objectives: To analyze childcare and after-school needs
To discuss parenting issues when parents transition to work
To identify a supportive network of three adults
To get information about local childcare options

Key Vocabulary: after-school program, childcare, attend, support, grades slipping, assignments, school counselor

Handouts:
16 : Ana's story
17 : Collaborative research
18 : Vue's story
19 . Supportive network

Information: Research the names of some local childcare centers for participants to call.
Arrange a field trip to two different youth or childcare programs

Potential Speakers: Childcare Resources, a parent whose child attends an after-school or childcare program

Warm up

a. Children's schedule

- Create a grid on a large piece of newsprint with the following headings.

  Student's name
  # of children
  Children's ages
  School level
  Time go to school
  Time come home
  Transportation

- Help participants create the complete questions for the headings:

How many children do you have?
How old are they?
What school do they attend?

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What time do your children go to school?
What time do your children come home?
How do they get to school?

- Let participants repeat the questions a few times until they feel comfortable saying them.
- Divide participants into small groups. Assign one student to record the information on the grid. Participants take turns asking each other the questions.
- When all grids are complete, display all the grids. Ask some general questions: How many people have children under 6? How many children come home before 3:00 ?, etc.

b. Participants complete sentences about their children's schedule.
Examples:

I have _____ child/children

They are _____ and _____ years old
She/he is _____ years old

One goes to school at _____, another goes to school at _____.

One comes home at _____, another comes home at _____.

They go to school by _____ (bus, car)

They _____ to school (walk, get a ride)

- Discussion

Can your children stay home alone? In the U.S., what age can children stay home alone? (12 years)
Do you want to be at home with your children even if they are old enough to be by themselves? Why?
Who can be home at the same time as your children? (if you are not)
Do you need to meet your children at the bus stop? What happens now if you can not meet them?
What work schedule is best for you?

- Participants complete sentences about their ideal schedule:

I would like to start work after _____ (time)

I would like to be home at _____ (time)

c. Further practice of " I'd like to"

In the above sentences, show how the contraction " I'd " is formed. The contraction is usually used in speaking. Have participants repeat their sentences a few times, emphasizing the 'd' sound.

- Brainstorm with the group, things they can do at the weekend. Make a list. (If participants give 'stay home" as an option, prompt them to be specific about what they would do at home.)
- Each participant chooses three activities they would like to do *next* weekend. Go around and have each participant say three things in the above pattern. Note : " I'd like to" must be followed by the base form of the verb.
- Introduce the question form: " What do you want to do on Saturday?." The facilitator asks everyone. Show how to say the question so that the participants can take over the questioning.
- Have participants circulate around the room as in a cocktail party, asking and answering the question.

Substitute other future time phrases in the question: in the summer, after studying English, when your children grow up, next year, etc. Repeat the above practice sequence.

- Participants can write some of their sentences. You may want to show them how the phrases can be reversed.

Example: *I'd like to go to my country in the summer.*
In the summer, I'd like to go to my country.

1. **Childcare needs**
16 : Ana's story

Participants read over the situation. Discuss the following questions:

Comprehension Check:

1. What time does the job finish?
2. What time does her son come home?
3. Does she have a problem? What is the problem?
4. How does she feel ?

Opinions/Sharing:

1. What can her son do from 3:30-6:30?
2. How old should children be to stay home alone? (over 12 years in the U.S.)
3. Who can take care of her son?
4. If this was you, who could help you?
5. What do other working families do?
6. Who took care of children in your country if parents worked?

7. Do you know of any childcare centers in your area? How much do they cost?
8. Who can help pay for childcare if you are working? (for the first year of Full-time work for a former TANF recipient a childcare subsidy may be available from DSHS)
9. Does your child's school have an after-school program? What time is it? Who can go there? What do children do?
10. What other options are there? (in-home childcare, public libraries, family members get paid to do childcare)
11. Do you think the woman in the story should take the job? Why/ Why not?
12. Have your children been to an after-school program or childcare center before?
13. How do you feel about your children going to a childcare or after school program?
14. What would be good for your child in a childcare/after school program? What could be a problem?

2. Calling a childcare center

- Provide participants with the names and telephone numbers of childcare centers in the area or help them use a phone book to find the appropriate section.
- Discuss with participants what information they need/questions they need to ask.
  Examples:
  cost/do they accept DSHS vouchers
  schedules
  availability
  food
- Discuss questions the childcare center could ask them.
  Age of child
  Time you want
  When/ start
- Participants improvise a dialogue on the phone with a childcare center. One plays the role of the center, the other is a parent looking for childcare. Provide some information in note form for the person playing the role of the center.
  Give participants the opening line:

  " I'd like some information about your program"

- Have participants perform their role-play for the whole group. Ask the group to give them feedback. Was it clear? Provide correction and guidance as necessary.
- Participants write their dialogue in pairs. Have them perform it for a second time with the corrections/improvements.

<u>Pronunciation Practice</u>
Help participants mark the dialogue they develop with notation to show which words are emphasized.

Example:

Parent: I'd **like** some **information** about your **program**

Center: How can I **help** you?

Parent: How **much** does it **cost**?

Have participants practice their dialogue again in pairs. If you have a microphone and tape recorder available, have participants record their conversation and play it back to themselves listening to see if they emphasized the correct words.

3. Collaborative research

17 : Collaborative research

Assign the name of a childcare and the corresponding telephone number to each participant or provide yellow pages for the participants to research names and phone numbers. They need to call and ask the questions agreed upon by the group in activity #2. They should bring the results to the next class to compare information about childcare options.

4. Field Trip

Arrange to visit two different childcare centers or after- school programs with the group. Prepare the group for the visits.

Brainstorm with the group:
What do children aged 2 -4 do in a childcare?
What do children over 8 do?
What makes a good childcare or after-school program?

After the group has made the visits, review the questions.
What did you see happening?
What program was good? Why?
Would you be comfortable sending your child there?

What do I need to consider? Part 2

Objectives: To discuss parenting issues that arise when parents are working full-time.
To outline a supportive network of at least three people
To research homework tutoring options

Handouts: # 18 : Vue's story
19 :Supportive network

Potential Speakers: Seattle Police Department
Seattle Public Library
Representatives from after-school programs

Warm up
Vocabulary

swing shift	graveyard	night shift	overtime
	regular office hours		

Write the words on the board. Ask participants to explain the terms to each other. Check that all participants understand the terms.

Key:
swing shift- starts at about 3:00 p.m. and finishes at 11:00 p.m. or 12:00 a.m.
graveyard /night shift- work at night, usually starts around 11:00 p.m. and finishes at 7:00 a.m.
overtime - work you do over your regular eight hours. Paid at a different rate
regular office hours - usually 9:00 a. m. -5:00 p.m.

Ask participants what work schedule they would prefer. Ask them also to explain the schedule they would and would not like using the above terms.

1. Vue's Story
18 : Vue's story

Have participants read through the situation and clarify anything that is unclear. Ask the following questions to generate a discussion.

1. What is Vue worried about?
2. What has changed since she started work?
3. What can Vue do about the problem?

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4. Who could help Vue? What does she need to do now?
5. If you had a problem like this, who could help you?
6. What other problems can happen when parents are not at home?
7. What other activities can children be involved in after school?

2. Building a supportive network

19 : Supportive Network

Discuss the following questions:
Who supports you?
What did they say to you ?
What did they do to help you ?
Where are they now?

- Read out the following statements and allow the participants to think for a few minutes without responding.
- Participants read through each statement and write the name of a person or place where they would get help.
- Participants share their resources and compare where they still need information or help.
- Participants complete the bottom of the handout with the names and phone numbers of people they would put in their supportive network.

3. Collaborative Research: homework tutoring programs

Have a speaker come to talk to the group about how to help children with homework. Participants can conduct research into homework programs. See activity # 3 above for the procedure.

Unit 7 What can I expect?

Balancing household and work responsibilities

Objectives: To discuss the impact of women in paid employment on the family
To discuss difficulties of balancing household and work responsibilities

Handouts: # 20 : Work stories
21 : Problem Solving

Key Vocabulary:

Information: The Family and Medical Leave Act.

Potential Speakers: Former student

Warm Up

1. Household responsibilities

- Brainstorm a list of household responsibilities and write them on the board. Include tasks such as disciplining children, paying bills as well as household chores and yard work.
- Participants interview each other in pairs using the questions, Who cleans the kitchen?, Who does the grocery shopping?, etc.
- After the interviews are complete, discuss the following questions with the group.

Who does most of the housework in your house now ? Is this similar to your country?
What if you go to work in the future, who will do the housework?
How many hours housework do you do each week/day?
What tasks are difficult for you? What would you like more help with ? Who could help you? How could you change this?

2. Agree, Disagree, Not Sure

Read out the following statements. After each one, pause to allow students to react. Give each participant three different colored index cards to display. Each color represents: "Agree", "Disagree" , "I'm not sure". Do some practice statements to demonstrate the activity and clarify the meaning of agree and disagree.

Women can not work in construction because they are not strong.
Women do not like to get dirty

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Women are not reliable workers because they have to take care of children
Women should stay home to take care of the family
Women help their family more if they go to work in a good job

3. Best thing, Hardest thing

In small groups or pairs, participants discuss the following questions. Write the questions on strips and have participants draw them one at a time.

What is the hardest thing about working?
What is the best thing about working?
What is the hardest thing about staying home without a job?
What is the best thing about staying home without a job?

1. Stories About Work

20 : Work stories

These stories are approached in two different ways. Zara's story is done as a cloze exercise to practice sentence structure and pronunciation. The other three stories can be done as a jigsaw reading.

a. <u>Zara's story</u>

Handout the cloze exercise. Allow time for participants to read through the story.
Read the story out loud for the first time. Ask participants to read and listen but not write.
Read the story for a second time. Make brief pauses after each sentence to allow time for writing. Repeat this step if necessary.
Participants compare their completed versions. Clarify any unknown vocabulary or questions they may have.

<u>Pronunciation Practice</u>

- Number each sentence in the story.
- Ask participants to choose a sentence they have difficulty saying.
- Use a technique called "Human Computer." See page 6

Stand behind the participant. Tell them to attempt to say the sentence they have chosen. Repeat the sentence correctly after the participant. Allow the participant to say the sentence again, repeat the sentence correctly but naturally after the participant. This continues until the participant says "Stop!". The participant can choose how many times the sentence is repeated for them and when to stop.
Ask another participant to volunteer to try and repeat the process.

b. <u>Jigsaw reading</u>

Divide class into three groups and assign one story to each. Participants read through their story and discuss the comprehension check questions in their small group.

Comprehension Check:
What is his/her name?
How many people in the family?
What jobs do people in the family do?
How do they feel?
Why do they feel this way?
Is there a problem? What are the problems?
What can they do about the problem?

- One participant from each small group forms a new group so that all the stories are represented in the new group. Have participants give an oral summary of their story.

- In a large group discuss the following questions:

What is the same in each story? (the woman/mother goes to work or wants to work)
What is difficult for the women in each story?
What is difficult for the family ?
What can families do about problems like this ?
Did women do paid work in your country? Who takes care of children and the house?
Have your family roles changed since you came to the U.S. ? What has changed? What is the same? What is difficult about the changes? Do you feel comfortable about the changes?
What will need to change in your family if you go to work? What will be difficult for your family?
How will your family feel about you going to work? How will you handle this?
What can the women in the stories do to make their lives better?

3. Giving advice and suggestions

- On the board or newsprint, brainstorm with participants the problems of the family members in the stories.
- Ask participants what advice they would give the people in the stories if they were friends.
- Introduce the following structures and help participants make their suggestions in the pattern.
- In pairs, one participant gives the advice and another plays the part of one of the people in the stories. For each story give two or three suggestions.

Structure	Example
Have you tried + verb with ING	Have you tried talking to your husband ? Have you tried asking for help?
How about + verb with ING	How about talking to your husband? How about changing your schedule?

- Each participant writes their name and two problems they have with job searching or school on separate index cards.
- Collect and shuffle the cards. Redistribute the cards.
- Participants read the problem and write a suggestion on the card and return it to the originator.

4. Problem solving.

21 : Problem solving stories

- Participants read through the situations. For each problem they need to think of suggestions that could help.

- Put participants in small groups to share their individual suggestions and choose the best group suggestion for each problem.

- Each small group shares their suggestions with the whole group.

Discuss with participants:
What do you think are good reasons to take time off? Do you think employers have the same ideas? What do you think is an emergency? Is this the same in your country?
For the suggested solutions, what support would the person need?

4. Making Polite Requests

- Brainstorm a list of things students may want to ask the teacher.

Examples: Absent next class, need handouts from a class they missed, want to use the phone, etc.

- Ask the group how they would ask the question for each situation. Provide feedback on their suggestions and practice the requests a few times.
- In a work situation, ask participants how they would ask for time off.
- Discuss with participants the importance of getting attention, and stating the reason for taking time off.
- Participants improvise a dialogue. They may write it on newsprint if they wish.
- Present the dialogue to the group. Provide feedback for improving the conversation.
- Replay the conversation with improvements.

Choose sentence patterns from the following list appropriate for the level of your group:

Getting attention:
Can I talk to you for a moment?
Can I bother you for a moment?
Are you busy now? I want to talk to you.
I would like to talk to you. When would be convenient?

Make a request:
I'd like to leave early on Monday the 12th because _____
Could I have next Wednesday off because _____
Would you mind if I leave early on ____ because _____

Unit 8 What is the American Workplace like?

Cultural issues in the American workplace.

Objectives: To familiarize participants with appropriate workplace interaction
To discuss expectations of workers in the American workplace
To discuss the characteristics of effective workers in the American workplace

Handouts:

22 : What questions can I ask?
23 : Saba's Story
24 : Asking for help
25 : Effective workers
26 : What would you do?

Key Vocabulary: Flexible, motivated, responsible, honest, cleanser, bathing, feeding

Warm up

22 : What questions can I ask?

It is acceptable to ask co-workers questions. It is expected that there will be informal interaction with co-workers. Some questions are considered too personal to discuss if you do not know someone very well.

- Ask participants who work what they talk about with co-workers. What do participants talk about when they meet American people?
- Ask participants what questions they think it is not OK to ask an American person.
- Ask participants if this is the same in their culture. What questions are not OK to ask in their culture.
- Participants read through the handout and mark if the question is inappropriate.
- Participants share their answers with another.
  Whole group can discuss any questions that were hard to decide.

1. Saba's Story

23 : Saba's Story

- Read aloud Saba's story. Ask the following questions:

Comprehension Check:
1. Where does Saba work?
2. How long has she worked there?
3. What happened last week?

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4. Where did Saba put the cleanser?
5. Who did Saba talk to?
6. What did her supervisor do?
7. Did Saba drink alcohol at work?

Opinions/Sharing:
1. What do you think will happen to Saba?
2. Why does Saba have this problem?
3. What do you think Saba should do about her problem now?
4. If you broke the cleanser, what would you do?

- Handout Saba's story. Allow participants time to read through the story and clarify anything.

2. Asking for Help with a problem

24 : Asking for help

It can be difficult for immigrant and refugee workers to ask for help because of their language ability or because they are afraid to show they have made a mistake. In the American workplace, supervisors appreciate workers checking with them and reporting problems. The following activity practices ways to ask for help.

Polite interruption	**Say what the problem is**	**Ask for help**
Excuse me	I broke a bottle of cleanser	Where can I get another one?
Sorry to interrupt	I broke a bottle of cleanser	What should I do?
Do you have a minute?	I broke a bottle of cleanser	Can you help me?

- Ask participants what they would say to their supervisor or co-worker if they were Saba
- Write their ideas on the board. Add the ideas from the box above.
- Give Participants the handout. Demonstrate what to do by going through the example with them. Allow time for them to clarify their understanding of the work problems before they begin.

3. Characteristics of effective workers

25 : Effective workers

The following are personal characteristics valued highly in the American workplace irrespective of the career field.

Flexible Responsible Honest Motivated

- Check understanding of the words.
- Give participants the handout. Have them match each word to the description of work situations. More than one word may apply in each situation. Ask participants to explain their choices.
- In a job interview, talking about these characteristics would be a good response to a question about your strengths.
- Have each participant choose two of the characteristics. Give each person two index cards. Have them write sentences about themselves using these words and add it to their index card file.
- Review job interviews. One participant says, "Tell me about Yourself", the other reviews some of their key sentences on their cards.

2. Workplace dilemmas

26 : What would you do?

Many situations arise where workers are unsure of what to do. It is particularly difficult to decide what to do if you are not completely familiar with the language and culture.
Many job interviews contain scenarios where potential workers are asked what they would do in given situations. This activity familiarizes participants with this type of question and provides an opportunity to discuss some common workplace dilemmas.

- Participants are put into groups and assigned one situation to discuss.
- Each group needs to write three possible responses to the situation.
- Each group presents their situation and three choices. The other groups choose one answer and explain why they think it is the best response.

Unit 9 What training is available?

Skill training options and requirements

Objectives: To familiarize participants with job training programs and work experience programs (WEX) in the area
To increase information about training options through printed material, field trips and class speakers

Handouts:
27 : Keo's story
28 : Calling for information

Supplementary material: Seattle Central Flyer about WEX programs or other local information
What's Next? (Jamie Treat) TCH Publication

Potential Speakers: Center for Career Alternatives
Asian Counseling and Referral Service
Refugee Federation
ANEW
Employment Opportunities Center
Seattle Central Community College about WEX program. 587-4180

Field Trip: WEX program site

Key vocabulary: training, Work Experience Program (WEX)

Warm Up

- If participants have previously completed the goal setting activities, ask them to review whether their short and long term goals need training.
- Brainstorm names of programs in the area that provide training. (Depending on the speaker, this step may not be necessary.)

  Goodwill, Refugee Fed, ACRS, Renton, SVI, SCCC/SSCC, CCA, EOC, Washington Works, ANEW, ReWA.
- Discuss: Are the training programs free?, How do you pay?
- What other ways do people learn how to do a job? How do people learn to do a job in your country?
  (watch and learn- apprentice, volunteer, WEX program)

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1. Work Experience (Seattle Central flyer)

- Participants read the flyer

Basics:
Where is the class?
What is the phone number to call?
What time is the class?
Who can take this class?
What do you learn in this class?

- Discuss: Do you think this would be a helpful class for you?

What part are you most interested in?
Where would you like to get work experience?
Would this be a good schedule?
What would you like to know about this program?

- Speaker about WEX or Field Trip to WEX class.

2. Skills Training Programs
27 : Keo's Story

Handout the story for participants to read. Discuss the following questions:

1. What is Keo doing now?
2. What kind of training did she take?
3. Did she like the training program? What did she like?, What didn't she like?
4. Why did she take this training program?
5. What does she want to do now? Why do you think so?
6. How can you choose a skills training program? Who can help you?
7. Do all people who take skills training get jobs?
8. Who can help Keo to find a job?
10. Do you think it was a good idea for Keo to take the training? Why?
11. Do you think you would like this kind of training? Why/Why not?

3. Speaker

Depending on the group needs and interests, invite speakers from skills training programs to give information about their programs. Prepare the participants with questions they can ask.

Include: questions about support/job placement once the training is completed.
cost
eligibility
entrance requirements-test taking
childcare options

4. **Calling for information**

28 : Calling for information

- Discuss with participants the kind of training program they are interested in and brainstorm what additional information they would like to know
- Give participants the handout. Have them complete it with their own name and the name of the training site they want to call.
- Have them practice this conversation in pairs. Help them with pronunciation by pointing out that the bold words are the words that carry the most emphasis
- Once they have practiced a few times. Have them extend the conversation by adding any other questions they discussed above. Have them mark the emphasis on their script and practice again.

Unit 10 Where and How do I apply for a job?

Job Search Skills and Work Opportunities

Objectives:	To discuss the most effective methods for job searching To identify job search skills that need improvement To identify a job search network of at least three people To practice job search skills
Handouts:	# 29 : Job Search Questionnaire # 30 : Job Search Checklist # 31 : Calling about an opening
Key Vocabulary:	job search, job hunting, network
Supplementary material:	Collaborations Intermediate 1 Student book Unit 4 WOIS index

Warm Up

29 : Job Search Questionnaire

- In pairs, participants complete the questionnaire together.
- Ask each pair to make a short report to the whole group. As they talk, list job search methods on the board.
- Facilitator adds any other methods to the list.
- Discuss: Which methods are the most effective?, Which method do you think you can do? Which method do you think you cannot use?

1. Collaborative Research: Effective ways to find a job.

Participants are going to interview people about their job search methods. You could invite speakers to the class, use students in another group who are working, use people in the agency where you work or ask participants to conduct the interview outside of class time with a friend or neighbor.

Group brainstorm questions they want to ask someone. Help participants make the questions understandable. Questions could include:

How long did it take to find a job?
Did you have experience before you got your job?
How did you get your job? (application, resume, interview)
How did you find out where to apply?
Did you do any training before this job?

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- Practice an opening statement. For Example : "I'd like to ask you some questions about how you got your job."
- Create a questionnaire for participants to use in their interviews
- Participants report back on their findings. Results of the questionnaire can be tallied or the participants can make oral reports. Find out what is common in the experiences of people who were asked.

2. Job search skills

30 : Job Search Checklist

- Participants complete the checklist for themselves.
- Discuss with the group the skills that they need to practice before they start their job search. Circle the most important skill they need for their chosen method. This will determine which of the following activities will be the most important to do with the group.

3. Researching job openings

a. Making personal contacts

80% of available work is never advertised. It is essential to make personal contact. Help participants feel confident about what to say when they approach a company or an individual.

Write the titles on the board. Ask participants if they have seen them before. Where do you see them? What do they want you to do?

Help Wanted
inquire within

Now Hiring

- Help participants develop a dialogue for inquiring about the positions. Brainstorm what they could say under each of the titles: openers, asking for details, closing the conversation.

Openers
I saw the sign in the window. Can you tell me about the openings.
I saw the "Help Wanted" sign. Can I have an application form ?
I'd like to apply for the position

Asking for more details
Is it part -time or full -time?
Do you have a job description?

Can you tell me what the job involves?
When does the job start?

Closing the conversation
Can I have an application form? I'll bring it back tomorrow
Thanks for your help

- In pairs, have participants write a dialogue
- Have them practice in pairs playing different roles
- Participants perform their dialogue for others in the group. Give feedback on how to improve their speech. Is it clear what you want? Can you understand them?

b. Looking at "Help Wanted" advertisements.

- Find newspapers and magazine that have "Help Wanted" ads. Local or community publications often have job openings.
- There are often many abbreviations used in ads. Create a worksheet with space to write the explanation next to the abbreviation. You could also play "concentration". Write the abbreviation on one colored index card and the explanation or full version on a different colored card. Place all cards face down. The first player turns one of each color over. If they match, remove them and try again. If they do not match, replace them face down and the next player takes a turn.
- Read and circle jobs that look interesting
- Underline the name of the job in each ad that is interesting.
- Underline how to apply for this job (call, write, resume, etc.)
- In pairs, share one ad. that is interesting. They discuss and write down the questions they have about the job. They might include:

  What are the hours? need?
  Are there benefits?
  How much is the pay?
  Is it on a bus line?

- Look again at the ad. Are any of the answers to the questions in the ad. itself?

c. Making phone calls
31 : Calling about an opening

In this activity, participants practice making phone calls about specific job openings. Use an ad. the participants choose or use the one in the handout.

- Participants read the ad. Ask the following questions:
  What hours/days do you work?
  What is the pay? benefits?
  Do you need experience?
  When/who do you call?
  What other questions do you have?

- Present the dialogue. Ask participants what happened. What did the woman in the bakery say? What is Maria going to do next?
- In pairs, participants practice the dialogue.
- If participants want further practice, have them develop a dialogue about a job they are interested in before making the real call.

Evaluate

Researching job openings:

Which steps are the most difficult?
What help do you need?
Who can help with the difficult steps?

4. Completing application forms

Application forms fill many native speakers with dread. They can be complex, the format can vary and they contain specific vocabulary. It is less daunting if the application is approached one section at a time. It is helpful to have a number of different forms that participants can compare.

- Brainstorm the information asked for on an application

This information can be asked in a variety of ways. Either provide a matching exercise with the vocabulary on the form and an explanation, or ask advanced students to identify the information written in different ways on a range of application forms.

Example of matching exercise:

date available for work	have you been to jail before?
position desired	when can you start work?
Have you been convicted of a felony?	what job do you want?

Example of information written in different ways:

Birthdate, Date of Birth, DOB.
Work History, Previous Employment, Employment History.

- Use a dicto-comp. approach before giving out application forms to be completed.
  Dicto-comp.
  Select the information you want the participants to write.
  Have them number their page 1-10.
  Dictate the items to be written. Examples: *Number one, write your middle initial, number two, write your zip code, number three, write your signature, etc.*

- Using a real application form, select the section you are going to work on. You could Xerox only that section. Have participants circle any unknown words or phrases.

Write them on the board. Check that all in the group know what they mean before starting to fill out that section.

5. Attending an interview

Good interview and bad Interview skits

Develop two skits to perform for the class. Have participants tell you what was good and bad in each of them. Which candidate would they give the job to?

Good behavior: eye contact, speak loudly, firm handshake, complete answers, if asked something they do not know give an answer like "I'm willing to learn", sitting appropriately, thanking the interviewer, etc.

Bad behavior: no or little eye-contact, one word answers, slouching in chair, etc.

At the end, you may want to discuss other factors. Dress, punctuality, have questions ready, etc.

Discuss with participants their experience of any kind of interview (could be for housing, welfare, immigration ,etc.) What is common to all kinds of interviews?

Interview questions

- If participants have an index card file of answers, have them review them first.
- Brainstorm the questions they could be asked.
- Discuss strategies for answering questions they are not sure about. For example: answering a specific question such as, "Can you operate a double-needle sewing machine?" with "No, but I am willing to learn. I am good with machines"
- Take a few questions at a time. Participants practice giving their answers.
- Create a tape with someone talking in an interview. Do some listening comprehension exercises. Ask questions about the content, identify good question-answering strategies.
- Finally, role-play an interview with each participant. Coach them on how they could improve and point out their strong points.

6. Creating a job search network

- Draw a spider on the board. Ask participants how the spider catches food. Draw in the web.
- Tell participants: 80% of employment opportunities are not advertised. Creating a network(web) of people to give information about job openings is an effective method.

- Brainstorm a list of the kinds of people that could be included. (friends or people who already work, doctors, teachers, caseworkers, etc.)
- Participants write the names of actual people they know who could be in their network and their telephone numbers if they know them.

Unit 11: What are my next steps?
Developing an action plan

Objectives: To develop a realistic action plan for obtaining employment
To discuss further educational opportunities
To increase knowledge of community resources related to employment.

Handout: # 32 :Action Plan Worksheet
33 : Action Plan

Key Vocabulary:

1. # 32 : Action Plan Worksheet

Participants complete the Action Plan Worksheet. This will give an opportunity to review many of the concepts in this workshop.

2. Creating an Action Plan

33 : Action Plan

Discuss with the group, the actual steps they now need to take. The facilitator can give an example from their experience and outline the steps to reach the goal. Include dates and deadlines for when the step should be completed.

: Action Plan

Participants work in a small group to make a rough copy of their action plan. The plan should be shared with at least two other people.
The plan may change in future, steps may be added or changed. Encourage participants to share their plans with their JOBS case workers.

3. Resources to help with employment

Be sure to provide participants with the names and phone numbers of agencies that help refugees and immigrants find jobs. AFDC clients need to contact their case worker before they refer themselves to an agency.

EOC
Refugee Federation

The two agencies in Seattle who have the contract to provide employment related services for refugees.

4. Further Education

Getting a job is the first step. Advancement in a job or changing jobs may require further education. Write the following two scenarios on the board.

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Worker #1
Job title: dishwasher
Pay now: $5.25/hr
Starting pay: $5.25/hr
Time worked: 18 months

Worker #2
Job title: childcare assistant
Pay now: $6.15/hr
Starting pay: $5.25/hr
Time worked: 18 months
Training: earned 12 credits towards CDA (Certified Daycare Assistant)

Check comprehension by asking questions. Discuss why worker #2 has increased her pay. If there is no specific training course for a job, discuss other ways can participants continue their education.

Student Handouts

1 : I Want to Learn Checklist

Name : _____ Date: _____

I WANT TO LEARN

Check the things that you want to learn to help you get a job.

_____ know my skills

_____ talk in front of a group of people

_____ learn about how much money I need

_____ know more about what jobs I can do

_____ understand what employers want from workers

_____ know what job I want

_____ where to ask about jobs

_____ how to fill out applications

_____ how to call to get information about work

_____ how to talk in a job interview

_____ how to talk about my experience

_____ information about training programs

_____ where to get childcare

_____ Your ideas _____

_____ Your ideas _____

 # 2 : Barriers Dialogue

Tram: Is this seat taken?

Almaz: No, you can sit there.

Tram: Thanks I'm really in a hurry.

Almaz: Are you late for work?

Tram: No, I have a job interview and I'm very nervous.

Almaz: You'll be OK just relax

Tram: But I don't speak English very well and I don't have any experience in this country. I'm worried about leaving my children to go to work.

Almaz: Don't worry , I had barriers too. When I started I didn't have any experience and I only studied English for two years.

Tram: But they don't like to hire immigrants.

 # 3 : What's difficult for me

Why do you think it will be difficult for you to find a job? Look at the list below and check the reasons it is difficult for you.

1. There are no jobs

2. I do not have any experience

3. I do not have much education

4. I need skills training

5. I have too much education for some jobs

6. I am too old

7. I am too young

8. I do not know how to look for a job

9. I don't know where to look for a job

10. I have bad luck

11. I do not want to lose my welfare money

12. My English is not good

13. I can 't get a job because I am an immigrant

14. I have personal problems

15. I can't find a job I like

16. I don't know what kind of job I want

17. No one can take care of my children

18. I have no one to take care of the old people in my family

19. I do not have a car

20. I can't get a job because I am a woman

21. I don't want to lose my medical coupons

22. Another problem I have is _____

23. Another problem I have is _____

24. Another problem I have is _____

Complete these sentences.

My biggest barrier to finding a job is _____

By myself I can _____

I need help to _____

4 : Welfare Reform Reading

Welfare Reform and WorkFirst

On August 22, 1996 president Clinton signed the welfare reform bill. $54 billion will be cut from welfare programs over six years. Previously, welfare programs, called Aid to Families With Dependent Children (AFDC), was guaranteed to everyone who was eligible. The new name for welfare is Temporary Assistance to Needy Families (TANF).

The welfare reform bill says that nobody can get welfare for more than five years or 60 months in their life. The number of months will be counted from August 1,1997. People who get welfare will be required to look for a job while they are on welfare. They will need to try to get a job, fill out job applications and send resumes. Now each state controls their own welfare programs. The welfare program in Washington State is called "WorkFirst".

There are cuts in the food stamp and SSI programs for some people. SSI is for people who are sick or disabled. People who arrive in the United States after August 22, 1996 will not be able to get SSI benefits or food stamps. If a person is cut from SSI benefits, they may be able to get money from another program called GAU. (General Assistance Unemployable). This is less money than SSI, about $339 a month and $215 for medical expenses.

There are some exceptions to the cuts in food stamps and SSI. Refugees who have been in the U.S. less than five years can still get food stamps. If a refugee or immigrant becomes a citizen, they can continue to get SSI and food stamps. If you have worked for more than ten years in the U.S. you can continue to get food stamps and SSI.

Circle (T) for True and (F) for False

1. Refugees in the U.S. three years can have food stamps cut.	T	F
2. Citizens can not get food stamps cut.	T	F
3. People who work 8 years in the U.S. can be cut from food stamps.	T	F
4. People who come to the U.S. in 1998 can get welfare	T	F
5. People who are disabled can be cut from SSI	T	F
6. The welfare program in Washington State is called Temporary Assistance to Needy Families (TANF)	T	F

5 : Eligibility for benefits.

Name: _____ Date: _____

1. How long have you been in the United States?

2. When did you arrive in the United States?

3. Are you a refugee?
If yes, when did you arrive in the U.S. _____

4. Are you an immigrant?
If yes, when did you arrive in the U.S. _____

5. Are you a citizen?
If yes, when did you become a U.S. citizen? _____

6. Do you get public assistance now?

If yes, what benefits do you get?

_____ (name) arrived in the U.S. . on _____.

She is a _____. Now she can get _____

_____ but in the future she will not get _____

because _____.

6 : Budget Form

Name : _____ Date: _____

BUDGET FORM

Monthly Expenses

1. _____ $ _____
2. _____ $ _____
3. _____ $ _____
4. _____ $ _____
5. _____ $ _____
6. _____ $ _____
7. _____ $ _____
8. _____ $ _____
9. _____ $ _____
10. _____ $ _____

Total # 1 $ _____

Work Related Expenses

1. _____ $ _____

1. _____ $ _____

1. _____ $ _____

1. _____ $ _____

Total #2 $ _____

Total Monthly Expenses

Total #1 + Total #2 = $ _____

Estimated Income

Hourly rate = _____

hrs. X hourly rate = weekly income

_____ X _____ = _____

4 X weekly income = gross pay per month

4 X _____ = _____

Deductions

1. _____ $ _____

2. _____ $ _____

3. _____ $ _____

4. _____ $ _____

Total #3 $ _____

Gross pay -- deductions = Net pay

$ _____ -- $ _____ = $ _____ net pay

Net Pay -- Expenses = Monthly cash

$ _____ -- $ _____ = $ _____

I was a _____ (job title)

I worked as a _____ (job title)

I worked in _____ (Place)

I didn't work outside the home, I _____
_____

Practice answering the following questions with a partner:

1. What did you do in your country?

2. What is your work experience?

3. What did you do before?

4. Do you have experience?

8 : Activities at Home

Read through the activities. 1. Check what you do at home. 2. Ask your partner about all the activities, "Do you enjoy cleaning?", "Do you enjoy sewing?" and check your partner's paper.

	at home	enjoy	paid work
Cleaning			
Sewing			
Planting flowers			
Taking care of children			
Serving food			
Fixing cars			
Fixing things in the house			
Selling something			
Cooking			
Painting			
Going shopping			
Driving			
Having parties			
Cutting hair			

9 : Seattle Times

I go to work, I come home. I cook rice. I go to work.

A Cambodian garment worker.
Seattle Times, August 1996.

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 # 10 : Personality/interests dialogue

Discuss the questions with a partner. You do not have to answer every question.

1. What country are you from? When did you come to the U.S.? How did you decide to come to the Seattle area.

2. What are some of the dreams you had for yourself ? For your family?

3. Have your dreams changed since you came to the United States? How did they change? How are they the same?

4. How would you describe your personality?

5. Did you have work experience in your own country? What was it?

6. What are your interests? What do you like to do in your free time?

7. What are some things you are good at?

What do you think is important?

work inside	work outside
work with people	work with no people
work with office machines	work with heavy machinery
a job where I dress up	a job where clothes are not important
work with my hands	work with my mind
flexible hours	fixed hours
have responsibility	follow directions from a supervisor
vacation benefit	better hourly rate
a job where I do the same things everyday	a job where I may do different things everyday
work with adults	work with children
work for myself	work for someone else
full-time	part-time
near my home	traveling to work is Okay

Compare your answers with a partner. What kind of job will give you the things you think are important?

I AM

1. Underline two words that describe you.

2. Circle one word that tells how you would like to be.

shy	confident	nervous
patient	caring	honest
responsible	independent	friendly
flexible	on time	motivated
hard working		

1. I know I am _____ because
_____

I know I am _____ because
_____

2. I want to be more _____

3. It's good to be _____ because
_____

13 : Career skills self-assessment checklist

Career Skills Self-Assessment Check List

	Very Good	Good	OK	need to get better
Assembling things				
Repairing something				
Handling money				
Using tools				
Speaking to groups				
Speaking clearly				
Growing things				
Listening to people				
Selling things				
Supervising				
Solving problems				
Working alone				
Organizing				
Completing work on time				
Planning what to do				
working with others				
Lifting or carrying heavy things				
learning quickly				

14 : Maria's story

Maria's Story

Maria is studying English. Her goal is to be a nurse. She will have to do a training program to be Licensed Nurse (LPN). She will have to do a year long program. She can not do the program now because she needs to do some math and science classes at the community college. Maria does not want to give up her dream but she can't afford to go to school right now. She can get a loan for college but it is not enough for everything.

Maria's dream _____

What does she need to do before she can go to the nursing program?

_____

What jobs could Maria get that can help her with her dream?

_____

_____

_____

_____

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What are your dreams?

Example: **Dream:** I want to speak English fluently

Short-term goal: I will attend ESL classes and improve my pronunciation. Especially saying words with "sh".

Work

Dream: _____

Short-term goal: _____

English

Dream: _____

Short-term goal: _____

Travel

Dream: _____

Short-term goal: _____

Money

Dream: _____

Short-term goal: _____

Family

Dream: _____

Short-term goal: _____

Children

Dream: _____

Short-term goal: _____

My dream is _____

My short term goals are _____

_____

What I can do to reach my goals _____

_____

Ana's Story

Ana is a single parent. She has one son aged 6. He is in elementary school in Seattle. He gets home at 3:30. Ana has applied for a job. The job is in Renton and finishes at 6:00. She will come home at 6:30 or later because she takes the bus. Ana is interested in this job but she is worried about her son.

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Collaborative Research: Childcare Options

Your name: _____

Name of program: _____ Telephone: _____

Name of person you spoke to: _____

# of children in the program: _____

age range: _____

Cost of program: _____

DSHS vouchers accepted YES NO

Hours: _____

Other information:

_____

_____

_____

_____

_____

Vue's Story

Vue is worried. She has been working for six months. She works the swing shift. She gets home at 12:30 a.m. Her son is in high school. This year he is in 10th grade. His grades have been slipping in school. Yesterday, Vue got a call from the school counselor because her son has a lot of assignments missing. He was a good students in school before. Vue is worried that he wastes his time at home when she is working.

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Who would you ask for help?

1. You are sick and you need to get medicine from the pharmacy. _____

2. You are late coming home and you can not meet your child from the school bus. _____

3. Your son can not do his homework. _____

4. Your child is sick but you can not miss work today. _____

5. You are upset about something that happened _____

6. You feel depressed. _____

7. Your child keeps coming home late and will not tell you why _____

8. You are at work. The school calls to say that your child is sick and must go home. _____

9. You have a letter in English that you do not understand. _____

10. Your car is not working. You need a ride. _____

11. You think your child is in school. The school calls you at work to ask why your child is absent today. _____

People who can help me in an emergency

Name: _____	Phone: _____
Name: _____	Phone: _____
Name: _____	Phone: _____

: Work stories

Zara's story

Zara works as a custodian. She works from 7:00-3:00 p.m. When she comes home, she cooks, cleans up, watches her children play and does the laundry. She is tired everyday. Her job is demanding. She has to clean the bathrooms on nineteen floors.

Her husband is doing a job training program to be an instructional assistant. When he comes home, he watches TV and reads the newspaper.

Sometimes, when Zara is busy at home she is late making the dinner. Her husband gets mad with her. Zara gets mad too but she doesn't say anything.

Tram's Story

Tram works in a child care center. She has worked there for six months. She works a split shift. She works from 7:00 a.m.-11:00 a.m. and 4:00 p.m.-6:00 p.m. She takes care of babies in the infant room in the morning. They cry a lot. She holds them, feeds them and changes diapers. In the afternoon she helps in the after-school program.

She arrives home about 6:45 but later if she has to do some shopping or pick something up. She is tired when she gets home. Tram likes going to work because she meets people and she has more money now.

Her two boys are in middle and high school. They arrive home about 2:30. Her eldest son is in the band at school. He had a performance yesterday but Tram didn't go because she was working. When her son came home, she asked him about the performance but he said, " Don't ask me about it. You don't care. You didn't come!"

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Ernesto's story

Ernesto is at home taking care of his children aged 4 and 2. His wife is a garment worker. She works full time and sometimes overtime. Ernesto feeds the children, goes shopping and takes his four year old to the bus stop.

Ernesto is unhappy. He can not find a job. He says, if he was in his country he would not do women's work. He has experience fixing cars.

Last Friday, his wife said she wanted to come home later than usual because it was her co-workers birthday and they were going to celebrate. Ernesto got mad and yelled, " Why don't you take care of your children".

Amina's Story

Amina is looking for a job. Her husband has two part-time jobs. They have four children. Amina went to a job fair with her ESL class. They learned about different companies. Amina made an appointment with a woman from an employment agency. The following week, she went to the agency, talked to the woman and took a skills test. She passed the test and she was offered a job.

When Amina told her husband about her new job, he got mad. He said he wants her to stay home and take care of the children. He does not want his wife to work.

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Zara's story

Fill in the blanks.

Zara works as a custodian. She _____ (1) from 7:00-3:00 p.m. When she comes home, _____ (2) cooks, cleans up, watches her children _____ (3) and does the laundry. She is _____ (4) everyday. Her job is demanding. She _____ (5) to clean the bathrooms on nineteen _____ (6).

Her husband is doing a job_____ (7) program to be an instructional assistant. _____ (8) he comes home, he watches TV _____ (9) reads the newspaper.

Sometimes, when Zara _____ (10) busy at home she is late _____ (11) the dinner. Her husband gets mad _____ (12) her. Zara gets mad too but she _____ (13) say anything.

Pronunciation practice

Choose a sentence that is difficult to say. Try to say it. Listen to the teacher say it. Try to say it again.

1. Zara works as a custodian.
2. She works from 7:00-3:00 p.m.
3. When she comes home, she cooks, cleans up, watches her children play and does the laundry.
4. She is tired everyday.
5. Her job is demanding.
6. She has to clean the bathrooms on nineteen floors.
7. Her husband is doing a job training program to be an instructional assistant.
8. When he comes home, he watches TV and reads the newspaper.
9. Sometimes, when Zara is busy at home she is late making the dinner.
10. Her husband gets mad with her.
11. Zara gets mad too but she doesn't say anything.

21 : Problem Solving

Nai has been working in a seafood factory for six months. She has a son who has been sick a lot. The doctor has ordered some tests for him and she has to take him to the hospital. She has already missed work three times. She is worried about missing work again. She is divorced and she lives alone with her son.

My suggestion:

_____

Group suggestion:

_____

Huy works in a hardware store. He's been working for nine months. A close friend of his family was killed in a car accident. The funeral is on a day he works. His friend's family will be upset if he does not go to the funeral. Huy was sick recently and missed four days of work. He does not want to ask for more time off.

My suggestion: _____

Group suggestion: _____

Sada works in a restaurant as a prep cook. She has been there just one month. Her family is arriving from Ethiopia and she has to prepare a lot of things. She wants to take a day off but is scared to ask because she is a new employee.

My suggestion: _____

Group suggestion: _____

What questions can I ask?

All these questions are OK with people you know well. Some may not be OK with people you do not know well. Mark each question that is not OK with an X.

____ Are you married?

____ Are you pregnant?

____ Why aren't you married?

____ What are you doing on the weekend?

____ Why don't you have children?

____ What kind of music do you like?

____ How much do you make?

____ How do you like your job?

____ What is your religion?

____ How much is your rent?

____ Did you get a haircut?

____ Where did you get your shoes?

Saba's Story

Saba works in a nursing home. She has worked there for three months. Her duties include feeding and bathing patients and doing some light cleaning.

Last week she broke a bottle of cleanser. It was a big bottle. She did not know what to do. She was afraid to say anything. She got a can from the garbage to put some of the cleanser in. It was a beer can but she did not know this.

Today her supervisor saw her with the beer can. He reported her for drinking alcohol at work. She has to go to a meeting tomorrow.

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Asking for help

Polite interruption	Say what the problem is	Ask for help
Excuse me	I broke a bottle of cleanser	Where can I get another one?
Sorry to interrupt	I broke a bottle of cleanser	What should I do?
Do you have a minute?	I broke a bottle of cleanser	Can you help me?

Practice asking for help for the following problems:

Example:

Worker: Excuse me. Do you have a minute?

Supervisor: Sure

Worker: I broke a bottle of cleanser. Where can I get another one?

1. You can not find cleaning supplies
2. Your machine is broken
3. You can not get something from a high shelf
4. You can not spell a word
5. You forgot how to operate your machine
6. You do not know the company policy about emergency leave
7. You can not do your job because another worker is using the supplies you need
8. You did not understand your supervisor's directions

Responsible	Flexible	Honest	Motivated

Match the words above to each work situation. Some situations, may use more than one word.

1. She works at a hospital. A new computer system is being introduced. Some workers need to go to a training to learn new skills. She talked to her supervisor and volunteered to go to a training to learn new ways of working.

She is _____

2. He works in an office. Everyone in the office has to help answer the phone during lunch time. He usually takes his lunch at 12:00. Today it is 12:00 and nobody else is in the office. He stayed in the office to answer the phone and went to lunch at 1:00.

He is _____

3. Anh works in an office. On Friday, the office manager usually leaves at 2:00 p.m. The office closes at 5:00 p.m. Often other workers go home early on Fridays too but they do not tell the manager because he is not there. It is Friday today and Anh needs to go home at 3:00. She went to the office manager and asked to go home early.

Anh is _____

4. Peter works in a warehouse. Before going home, all the workers are asked to check that doors and windows are locked and no boxes are on the floor. Today was a busy day at the warehouse. It is time to go home. Peter is late going home today. The other workers left already but Peter is checking the doors and windows.

Peter is _____

What would you do ?

1. What would you do if you saw another co-worker stealing?

a) _____

b) _____

c) _____

2. What would you do if you think a co-worker always treats customers badly

a) _____

b) _____

c) _____

3. What would you do if two workers are fighting in front of customers

a) _____

b) _____

c) _____

4. What would you do if you worked in a childcare and one child was always hitting another child.

a) _____

b) _____

c) _____

5. What would you do if a co-worker is always coming late and asks you to lie to the manager for him.

a) _____

b) _____

c) _____

6. You made some food from your country and gave it to your manager. What would you do if a co-worker said you were just trying to get the manager to like you more than other workers?

a) _____

b) _____

c) _____

7. What would you do if your manager makes a mistake?

a) _____

b) _____

c) _____

8. What would you do if you have worked at a company longer than others but the manager is giving new job duties to workers who are new.

a) _____

b) _____

c) _____

Keo's story

Keo is Laotian. She has been in the United States for six years. She was taking an ESL class last year but she stopped. Her caseworker told her to take a skills training program. He found an electronic assembly training. She took the training for ten weeks. It was six hours a day. From 8:30 a.m. to 2:30 p.m. The schedule was good for her. She has two children in school and she got home before the school bus came. Her youngest child went to a childcare center all day.

It was a little difficult to learn at first but Keo got better. She thought it was boring sitting down all the time. Now the training has finished. Keo is staying home. She is not working. She is not interested in a job in electronic assembly. She wants to go back to school to learn more English but there is a waiting list.

Calling for information

1. Hello, _____. How may I **help** you?

2. Hello, I am **interested** in your _____ **program.** When is the **next training**?

1. The next **training** starts in **October**.

2. How **long** is the **training**?

1. It is a **six week** training. Would you like me to **put** you on the **waiting list**?

2. **Yes** please, Do you have **childcare**?

1. **No,** we **don't**. What's your **name** and **phone number**?

2. _____-

1. Thank you. Someone will **call** you if there is **space.**

2. Thank you, bye.

Job Search Questionnaire

Names: _____

1. Have you looked for a job before? What did you do?

2. Do you know other people (friends, family, neighbors, etc.) who go to work?
   If so, how did they find their jobs?

3. What other ways can you find a job?

4. How do you feel about looking for a job?

Job Search Skills Checklist

Check all that you want to practice in this class

_____ Asking friends about jobs

_____ Asking people in companies about jobs

_____ Asking for an application form

_____ Filling in application forms

_____ Reading "Help Wanted" advertisements

_____ Going to an employment agency

_____ looking at bulletin boards

_____ sending a letter or resume

_____ calling a company to ask about openings

_____ (other) _____

_____ (other) _____

Now circle the most important skill you need for your job search

31 : Calling about an opening

Baker Assistant
P/T position. Wed-Sat. 4:30 a.m.-2:00p.m. No exp. reqd.
10246-A Bellevue st. Seattle,WA. or call (206) 454-5679

Bakery: Hello, Puget Sound Baking. This is Kim

Maria: Hello, this is Maria Lutsky. I am calling about your baker assistant position.

Bakery: We, are hiring for a part-time position right now.

Maria: Do you offer any benefits?

Bakery: Because it is a part-time position we do not offer benefits

Maria: Are you on a bus line?

Bakery: Yes, bus 7, 9 and 11. Why don't you come in and fill out an application ?

Maria: Yes, I will. What is a good time to come?

Bakery: The office is open from 7:30 a.m. -3:30 p.m.

Maria: Can I ask how much the position pays?

Bakery: $7.50/hour.

Maria: Thanks, bye.

Action Plan Worksheet

Name: _____ Date: _____

My dream job is : _____ because _____

Three jobs I could do/work I am interested in :

_____
_____
_____

The hourly rate I need is : $ _____

I am good at : _____

My childcare plan is : _____

One barrier I face is : _____

My job search method will be: _____

Action Plan

Name: _____

Step 1 _____

Step 2 _____

Step 3 _____

Step 4 _____

Step 5 _____

Step 6 _____

Step 7 _____